

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Business - Supply Chain and Operations

2013

BPR3 BPR4 Curriculum Modification for 2013-14

Fanshawe College

Follow this and additional works at: https://first.fanshawec.ca/cae_business_businesslogistics_documentation

email sent
Jan. 9/13
Jan 15/13

Course/Program Curriculum Changes: Principles

Program Title:	Business - Purchasing	
Program Alpha & Number:	BPR 3 & BPR 4	
Effective Catalog Year:	2013 / 14	
Late Request:		

Reviews are likely to be a response to currency, flexibility and access issues. This review should:

- Clearly describe the reasons for and benefits of the change;
- Answer the questions regarding the effects of the changes – see Program/Curriculum "Rationale"



Note: The Faculty Dean must approve the changes at this point before any further work is to be done. Part of this approval will require that program mapping has been completed – see Note for #2 and #3 below. It may also require VPA's Office approval if significant changes are being proposed.



Changes must be to the benefit of the student with no disadvantages; therefore, if courses needed to complete the program are no longer offered, the School must develop a viable pathway to graduation.



Quality assessment of existing programs is achieved through continuous monitoring by the program team.



Reviews validate that the program learning outcomes are relevant/current and that they continue to be met by the graduation requirements in the program.



The essence of a program is represented in its learning outcomes; the graduation requirements identify the courses & activities whose successful completion is necessary to the mastery of the learning outcomes.



Process should be lean – no unnecessary new steps.



Once students start a program in a specific catalog, no changes to that degree audit may be made, e.g., a course change is proposed for third level. December 1st, 2010 for 2011/2012 catalogue means the new course would not be delivered until September 2012.



Changes must be documented – retained by the School as well as archived with the Office of the Registrar.



Communication of changes must be made to all affected stakeholders.

Comments:

Course #s req'd for new/revised courses.
review done in 2011/12 - when will 58902 ULOs be adopted?
mapping document - maps to ULOs prior to 58902 version.
(1990)

Recommended for Approval



Yes



No

↳ will they fit 58902 ULOs?

Signature

Date

PROGRAM/CURRICULUM "RATIONALE FOR CHANGES"

All requests for changes to programs of instruction must be submitted to the Registrar's Office by December 1st each year for changes to be implemented for the following September intake. All changes require the approval of the Dean and possibly the VPA's Office, if significant.

REMINDER: We need to ensure that changes are made properly and in a timely manner to: maximize student success; optimize employment preparation; meet all quality and integrity responsibilities to MTCU, PQAPA and our Board of Governors; and meet community expectations.

→ The **Program/Curriculum "Rationale for Changes"** should be completed using this template and all areas must be completed. An electronic copy of this document should be submitted to the Registrar's Office.

→ The Dean/Chair responsible for the program should consult with other affected schools and obtain the appropriate sign-offs on a paper copy of this document. Once all consultations and sign-offs have occurred, the paper copy should be submitted to the RO

→ Course Request Forms must also be submitted electronically to Strategy and Planning for all new courses. These will be forwarded to Scheduling following approval of the changes by the Dean and possibly the VPA's Office.

1.0 Program Requiring Changes

Program Title:	Business - Purchasing	
Program Alpha & Number:	BPR3 and BPR4	
Effective Catalog Year:	2013/14	

Please answer each of the questions below, if applicable. Missing or incomplete information may delay approval and/or implementation of the proposed changes.

2.0 Rationale for Changes

2.01 Provide a brief description of the reasons for the proposed changes.

1. Change the names and numeric codes of four courses to reflect a change in the relationship with the Purchasing Management Association of Canada and the appropriate level of learning:

- PRCH-1008, Introduction to Procurement PMAC, to PRCH-1XXX, Purchasing and Supply Chain Management (Level 2)
- PRCH1009, Introduction to Transportation PMAC, to PRCH3XXX, Transportation in the Supply Chain (Level 3)
- PRCH-1011, Introduction to Operations PMAC, to PRCH-3XXX, Operations Management (Level 3)
- PRCH-1010, Introduction to Logistics PMAC, to PRCH3XXX, Logistics Management (Level 4)

The BPR curriculum is no longer aligned with the curriculum of the Purchasing Management Association of Canada (PMAC), as PMAC has changed its approach to credentials at the

same time that two successive Program Reviews have recommended a change in the program name and a broadened scope for the program. The current course names, posted online and widely accessible, misrepresent the curriculum.

NOTE: The name change and adoption of the MTCU published standard for Business - Logistics is in progress; however, the proposed curriculum will continue to meet the program "objectives" in the MTCU 52925 (1980) under which the BPR program currently operates.

2. Change the name of two courses to reflect the appropriate level of learning and the course content:

- PRCH-3017, Procurement Fundamentals II, to PRCH-3XXX, Negotiation Fundamentals (Level 4)
- PRCH-1006, Supply Mgmt. for Gov't & Non-Profit, to PRCH-3XXX Public Sector Supply Chain Management (Level 4)

The courses above that are offered in Levels 3 and 4 are at the intermediate level and need the appropriate code. Because the PMAC course names were used in some of the courses and included the word "Introduction", College policy dictated the use of the 1000-level codes; for other courses, content evolved over time. However, the content for all these core courses in Levels 3 and 4 is at the intermediate level within the context of this Fanshawe credential.

3. Replace one course with new version of course now used in Business - Marketing (BMK).

This retail-focused course is "owned" by BMK and BPR follows the lead of BMK in this area:

- MGMT-3054, Retail Management, with MGMT-3058, Retail Management and e-Commerce

2.02 Students

- Are changes a response to student feedback? Or our Programs Data Report - Weak Factors? (summarize how changes address this issue)

No

- How will changes affect student learning and success? (describe evidence to support this)

Proposed changes will have a positive impact on student learning and student success. The courses will continue to meet the "program goals" outlined in the Program Description for Business - Purchasing MTCU 52925 (1980), but will not be aligned with only one association and credential. This flexibility in curriculum will better prepare students for the employment in the supply chain sector. In addition, the replacement of MGMT-3054 with MGMT-3058 will better prepare students for a global economy which relies heavily on e-commerce.

- How will changes affect cost of the program for students? (e.g., materials fees; equipment fees - laptop program; OSAP implications)

No impact

- How will changes affect the flow of the program?

No impact

2.03 Relationship of Program to Industry

- How do changes reflect trends in the field or in industry? (Provide data regarding industry and/or professional trends.)

Proposed changes are in response to Program Review recommendations that the program curriculum not be aligned with a credential; this recommendation reflects the trend to situate purchasing or procurement within the supply chain (or logistics) sector. (This trend is the primary reason for the recommendation for the program name change and adoption of the Business - Logistics published program standard, MTCU 58902.) The adoption of the new retail course reflects a global trend towards e-commerce.

2.04 Program Learning Outcomes

- How do the changes align with Ministry outcomes? (Provide a copy of the completed program map indicating gaps/overlaps that are being corrected)
The proposed changes to the program names and numbers do not affect the current mapping of BPR to the Program Description MTCU 52925, under which it currently operates. No gaps are being corrected with this change.

2.05 Relationships with Other Fanshawe College Programs

- Is this course in a laddered program or part of any other Fanshawe College program?
Courses are unique to BPR, with the exception of PRCH-1008, Introduction to Procurement PMAC, which is sometimes offered as an elective in Business (BUS1).

2.06 Relations with Other Post-Secondary Programs

- How will the changes affect transfer agreements with other post-secondary institutions?
No impact. Articulation agreements are based on completion of credential, not specific courses within the program.
- What discussions have been initiated with these institutions regarding the changes?
NA

2.07 Changes on Fit of Program with general College Requirements for Programs

- How do changes affect the fit of the program with the College's strategic plan, program mix, general education requirements, marketing?
Proposed changes improve the fit of the program with College marketing in that some course names, which are posted online, are currently misleading and must be changed to reflect the change in the relationship with PMAC.
- Are changes consistent with Colleges policies/practices? (Identify specific areas where policies/practices need to be altered if program changes approved.)
Course names that accurately reflect the level of learning are consistent with the College "Principles of New Course Number Creation."

3.0 Consultation Regarding Proposed Changes

3.01 Consultation With Program Advisory Committee

- Indicate feedback from the program advisory committee regarding the changes.
Program Review recommendations from 2007 and 2012 recognized the changes in the PMAC credential process and the need to re-examine the relationship between the program and the association. (PMAC representatives were present on both Program Review panels.)
The Program Review - Summary of Recommendations is attached for both reviews.

3.02 Consultation With Other Programs/Schools/Services

- What programs/schools/services have been consulted?
NA
- What feedback and suggestions have been offered through consultation?
NA

4.0 Resource Implications of Proposed Changes

4.01 Staffing

- Outline all staffing consequences, both for the program and related areas.
No impact on staffing.

4.02 Services

- Outline all consequences on other areas.
No consequences for service areas.

4.03 Space or Technology Requirements

- Outline how changes affect space and/or technology requirements.
No impact on space or technology requirements.

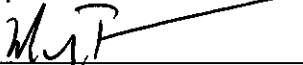

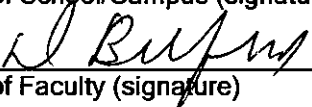
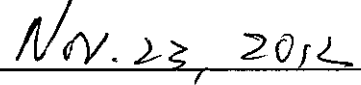
4.04 Budgetary Implications

- Outline budgetary implications (include consequences on other schools such as increase/decrease in teaching hours required)
No budget implications.
- Outline changes to materials fees.
No changes to fees.

Approvals: Chair of School and Dean of Faculty; possibly VPA's Office, if significant

☐ Approved

☐ Not Approved / Requires Changes

	
Chair of School/Campus (signature)	Date
	
Dean of Faculty (signature)	Date
Chair of Servicing School, if required (signature)	Date
Vice-President, Academic, if required (signature)	Date

[illegible]

PROGRAM MAPPING (Business-Purchasing)													
LEVEL THREE													
LEVEL FOUR													
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES													
T = Taught R = Reinforced E = Evaluated													
R = 4 RE = 5 TE = 6 TRE = 7													
The graduate has reliably demonstrated the ability to: (Source: MTCU 52925)													
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	7		5	5	5	5			5	4	5	5	5
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	7	4	4	4	4	4			4	4	4	4	4
3. execute mathematical operations accurately.		7	4	4	4	4					4	4	4
4. apply a systematic approach to solve problems.	4	4	4	4	4	4			4	4	4	4	4
5. use a variety of thinking skills to anticipate and solve problems.	4	4	4	4	4	4			4	4	4	4	4
6. locate, select, organize, and document information using appropriate technology and information systems.	4		4	4	4	4				4	4	4	4
7. analyze, evaluate, and apply relevant information from a variety of sources.	4		4	4	4	4			4	4	4	4	4
8. show respect for the diverse opinions, values, belief systems, and contributions of others.	4	4	4	4	4	4			4	4	4	4	4
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	4		5	5	5	5					5	5	5
10. manage the use of time and other resources to complete projects.	4	4	4	4	4	4			4	4	4	4	4
11. take responsibility for one's own actions, decisions, and consequences.	4	4	4	4	4	4			4	4	4	4	4
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE	9	6	9	9	9	9	0		6	7	9	9	9
PROGRAM COORDINATOR: Neil Bishop													
ACADEMIC CHAIR: Mary Pierce													
Date Completed: November 22, 2012													
Professor:													

PROGRAM MAPPING (Business - Purchasing)																
LEVEL THREE																
LEVEL FOUR																
PROGRAM VOCATIONAL LEARNING OUTCOMES																
T = Taught R= Reinforced E=Evaluated																
1 - Introductory																
2 - Intermediate																
3 - Advanced																
The graduate has reliably demonstrated the ability to: (Source: MTCU Code 52925)																
1. Understand the function of materials management				2	3	3					3	3	3		6	8
2. Understand and implement purchasing procedures				2	3							3			3	4
3. Understand and implement scheduling systems			2	2	2	2					3	3	3		7	8
4. Understand quality measurement and consideration			2	2	2	2					3	3	3	3	8	10
5. Research and evaluate sources of supply				2	2	2					3	3	3		6	7
6. Evaluate pricing policies and strategies				2	2	2					3	3	3	3	7	10
7. Interpret and record business transactions and prepare basic financial statements		2		2	2	2						2	2	2	7	9
8. Understand the role and apply the principles of the marketing function in business and its relationship to the total business environment				1	1	1									3	8
9. Understand and utilize the basic concepts and business applications of computer information systems	2		2	2	2	2			3						6	7
10. Understand the concepts of organizational behaviour			2	2	2	2				3	3	3	3		8	10
11. Apply the techniques of business mathematics		3	2	2	2	2				3	3	3	3		9	13
12. Demonstrate effective oral and written communication skills	3							3						3	3	5
13. Apply effective interpersonal skills	3													3	2	4
14. Understand basic economic principles and how they relate to business															0	2
15. Demonstrate an understanding of the legal system and legislation affecting business								3		3	3	3	3		5	6
16. Appreciate the social, political and cultural aspects of our society	3									3				3	3	9
17. Appreciate the importance of business ethics and corporate responsibility				2	2	2				3	3	3	3		7	11
	4	2	3	6	6	6	0		2	1	5	5	5	8	13	30
PROGRAM COORDINATOR: Neil Bishop																
ACADEMIC CHAIR: Mary Pierce																
Date Completed: November 22, 2012																
Professor:																

PROGRAM MAPPING (Business - Purchasing)																
				LEVEL ONE							LEVEL TWO					
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES				ACCT-1004 Principles of Accounting 1	BUSI-1005 Introduction to Business Processes	BUSI-1060 Strategies for Success	MATH-1052 Business Math	MTKG-1012 Principles of Marketing 1	WRIT-1032 Reasoning and Writing - Business 1			ACCT-1015 Management Accounting	COMP-3077 Excel for Operations	ECON-1019 Contemporary Issues in Economics	MGMT-3041 Organizational Behaviour	PRCH-1XXX Purchasing in the Supply Chain
T = Taught R = Reinforced E = Evaluated																
R = 4 RE = 5 TE = 6 TRE = 7																
The graduate has reliably demonstrated the ability to: (Source: MTCU Code 52925)																
1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.				4	4	4	4	4	6			5	4	5	7	5
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.				4	5	5		5	6			4	4	4	4	4
3. Execute mathematical operations accurately.				5			7					5	4	4		4
4. Apply a systematic approach to solve problems.				4			5					4	4	4	5	4
5. Use a variety of thinking skills to anticipate and solve problems.				4			4					4	4	4	5	4
6. Locate, select, organize, and document information using appropriate technology and information systems.					5	5		4	4				4	4	5	4
7. Analyze, evaluate, and apply relevant information from a variety of sources.					4	4		4	4					4	5	4
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.				4	4	4	4	4	4			4	4	4	4	4
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.					4	4		4	4					4	4	4
10. Manage the use of time and other resources to complete projects.				4	4	4	4	4	4			4	4	4	4	4
11. Take responsibility for one's own actions, decisions, and consequences.				4	5	5	4	4	4			4	4	4	4	4
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE				7	7	7	6	6	6	0		7	8	10	9	10
PROGRAM COORDINATOR: Neil Bishop																
ACADEMIC CHAIR: Mary Pierce																
Date Completed: November 22, 2012																
Professor:																

PROGRAM MAPPING (Business-Purchasing)													
	LEVEL THREE						LEVEL FOUR						
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES	COMM-3020 Professional Communications	MATH-1175 Financial Math	MGMT-3011 Project Management	MGMT-3058 Retail Management and e-Commerce	PRCH-3XXX Operations Management	PRCH-3XXX Transportation in the Supply Chain			LAWS-3016 Purchasing Contract Law	PRCH-3014 Access for Operations	PRCH-3018 Strategic Business Planning for SCM	PRCH-3XXX Logistics Management	PRCH-3XXX Negotiation
T = Taught R = Reinforced E = Evaluated													
R = 4 RE = 5 TE = 6 TRE = 7													
The graduate has reliably demonstrated the ability to: (Source: MTCU 52925)													
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	7		5	5	5	5			5	4	5	5	5
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	7	4	4	4	4	4			4	4	4	4	4
3. execute mathematical operations accurately.		7	4	4	4	4					4	4	4
4. apply a systematic approach to solve problems.	4	4	4	4	4	4			4	4	4	4	4
5. use a variety of thinking skills to anticipate and solve problems.	4	4	4	4	4	4			4	4	4	4	4
6. locate, select, organize, and document information using appropriate technology and information systems.	4		4	4	4	4				4	4	4	4
7. analyze, evaluate, and apply relevant information from a variety of sources.	4		4	4	4	4			4	4	4	4	4
8. show respect for the diverse opinions, values, belief systems, and contributions of others.	4	4	4	4	4	4			4	4	4	4	4
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	4		5	5	5	5					5	5	5
10. manage the use of time and other resources to complete projects.	4	4	4	4	4	4			4	4	4	4	4
11. take responsibility for one's own actions, decisions, and consequences.	4	4	4	4	4	4			4	4	4	4	4
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE	9	6	9	9	9	9	0		6	7	9	9	9
PROGRAM COORDINATOR: Neil Bishop													
ACADEMIC CHAIR: Mary Pierce													
Date Completed: November 22, 2012													
Professor:													

Meeting Date: May 8, 2007

Business Purchasing Program Program Review- Summary of Recommendations

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
1. The College should continue to offer the Business Purchasing program.	Staffing and space requirements continue.	Agreed	Agreed	<p>COMPLETE Agreed. The program will continue with modification.</p> <p>As of August 2008, the program once again has a full-time Program Coordinator.</p>
2. The Program and College should re-evaluate the current agreement with PMAC and also look at affiliation with other associations providing Supply Chain/Procurement content and certification.	<p>Change in affiliation or industry partnership would change opportunities students have to earn credits towards an industry credential in addition to a college diploma.</p> <p>Various options for a new partnership, with cost/benefits to students and College identified, would need to be completed. This will require faculty time.</p> <p>New partnership could require change in program curriculum to align with industry partner's curriculum.</p>	<p>Current PMAC Accreditation program is changing, and in future may not be at an appropriate level for a college diploma program.</p> <p>Expansion of program content will provide additional value and benefit to students, as well as open new markets for graduates.</p> <p>Current content will be reviewed, with evaluation and revamp for September 2008 incoming students. Changes may need to be delayed until September 2009 intake to ensure approval and agreements in place to begin. Final timing will depend on willingness of associations to be partners and availability of faculty to review and develop required program content.</p>	<p>Agree that program faculty should explore other partnerships which could provide optimal benefits to students.</p>	<p>IN PROGRESS Partnership with OIPMAC (PMAC) will continue.</p> <p>Work with OIPMAC will continue and the new "Tactical Program" will be introduced in January 2009.</p> <p>Partnership with National Institute of Governmental Purchasing (NIGP) will be added for course in Winter 09.</p> <p>Educational requirements and fit with Association of Inventory and Production Control (APICS) will be reviewed. (Preliminary review indicates students may be able to write basic level exams upon graduation.)</p> <p>Educational requirements and fit with Canadian Institute of Traffic and Transportation (CITT) will be</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
				<p>reviewed. (Preliminary review indicates students may have to take only the Transportation/Logistics courses of CITT.)</p> <p>Educational requirements and fit with Canadian Society of Customs Brokers is being reviewed.</p>
<p>3. The College should examine and as applicable modify content and materials to meet/exceed other associations' requirements, and should consider removing non-Supply Chain content from the program.</p>	<p>Need to ensure that agreed-upon program learning outcomes (vocational and essential employability) and general education requirements would be met.</p>	<p>Example- It was mentioned that Managerial Accounting should be replaced with a better understanding of how costs are determined including landed costs. This idea can be examined and, where applicable, modified to ensure this topic is covered in detail.</p> <p>Content conflict with other associations needs to be examined and resolved prior to introduction.</p>	<p>Agreed, as long as program learning outcomes and general education requirements are met.</p>	<p>IN PROGRESS</p> <p>Until we know the full content and learning outcomes of the new PMAC tactical course, we are not making major modifications to our outcomes and objectives.</p> <p>We will be moving towards a Ministry of Training Colleges and University (MTCU) outcome standard, most likely the published Supply Chain Standard, effective 2009. We are currently reviewing all the MCTU standards for Supply Chain, Purchasing and Operations to find the best fit.</p>
<p>4. The College needs to ensure that the current course content is meeting the needs of the existing marketplace and anticipated future marketplace, and that there is sufficient need in the marketplace to continue the program as structured or modified as discussed in these</p>	<p>This could/would include developing new program content and "value-added" benefits for students and/or removing existing program content.</p> <p>Changes to program curriculum could impact the current certification track for PMAC (50% completion) but may allow for expansion of</p>	<p>Current Content is focused primarily on the Industrial Sector. Need to decide whether program should address all sectors, or specific sectors, such as Industrial, Service, Public, Retail. Perhaps addition of a specific stream after early semester of basics would be appropriate.</p>	<p>Agree that program faculty should explore whether other sectors' specific purchasing needs and processes should be covered in program.</p> <p>May need to convene advisory panel to help determine desired purchasing-related learning outcomes for each sector.</p>	<p>IN PROGRESS</p> <p>The introduction of a specific course in Supply for Not-For-Profit and Public Sector is the start of the addition of material to broaden the program. We are also adding an existing retailing management course from the marketing program, with modification to focus on the supply chain requirements</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
recommendations.	<p>content and certification for other associations.</p> <p>Need to forecast what market for graduates will be over next 5-7 years.</p>	<p>Additional courses/content can be added for specific areas, some of which may be available from other college programs and associations. Need to decide where market for grads will be in next 5+ years.</p> <p>Purchasing is a vital component of the Supply Chain. It is being recognized by "mature" students as valuable. Further promotion at the high school level would be beneficial.</p>	<p>Adding net new courses to program may result in unacceptable cost increase to program. Student workload may also increase to inappropriate levels.</p>	<p>and expectations of retail.</p> <p>Preliminary discussions have been held with the college's technical division regarding locating or developing an online or in-class session for reading and interpreting schematics and technical diagrams. We expect to incorporate this in some form in Winter 2009 within an existing course.</p> <p>Software courses (i.e., Excel and Access) have been updated to Office 2007.</p> <p>We are working on projections for next 5 to 7 years.</p> <p>We are developing promotional material for high schools and disability service providers (e.g., WSIB), and other career selection providers/re-training services.</p>
<p>5. The published program learning outcomes are appropriate, but should be reviewed to possibly add Vocational Learning Outcomes in the following areas:</p> <ul style="list-style-type: none"> - Risk Management – Total - Supply Chain - Total Supply Chain Management - Social Responsibility 	<p>Additional learning outcomes could be met by:</p> <ul style="list-style-type: none"> - adding new courses, without dropping existing courses (net cost increase, may be too high a workload for students) - adding new courses by dropping existing courses (no cost increase, but might not be possible to meet all 	<p>Agreed, program does meet many of the current workplace challenges, and additional workplace challenges as mentioned/discussed by Review</p> <p>Current courses do discuss all three areas mentioned. They can be recorded as vocational learning outcomes in the Purchasing-</p>	<p>Should complete program "mapping" of learning outcomes to courses, to determine which courses address learning outcomes in these areas.</p> <p>Agree with implementation as per "Faculty comment".</p> <p>Adding additional courses to program may result in unacceptable cost increase</p>	<p>COMPLETED & IN PROGRESS</p> <p>We have completed the program mapping process, which ties into the MTCU Program Learning Outcomes and Objectives comment earlier. We address outcomes across Operations, Purchasing and Supply Chain, but need to determine which is best for alignment and promotion</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
<p>within today's business climate</p>	<p>existing learning outcomes)</p> <ul style="list-style-type: none"> - build learning outcomes into existing courses (no net increase in cost) 	<p>specific courses (6 courses at present)</p> <p>Will need to work with other business courses to have topics included</p> <ul style="list-style-type: none"> - Law - Organizational Behaviour - Human Resources - Economics - Operations Management 	<p>to program.</p>	<p>within Ministry and OCAS sites</p> <p>A course was added to the program for 2009/2010 as a result of changes in the economics curriculum and re-consolidation of Negotiation and Advanced Techniques.</p>
<p>6. The college should review program content and vocational learning outcomes outside the "Industrial Range" to ensure acceptable coverage of other topics, such as:</p> <ul style="list-style-type: none"> - Construction & building related procurement - Environmentally friendly procurement - Social Responsibilities - Child Labour/Sweat Shops - Pollution and Impacts - Corporate Image & Responsibility - Intellectual Property Ownership - Patent Infringement/Abuse - Safety on the job – <ul style="list-style-type: none"> o Racking Damage o Poor Installations o Insurance/Risk Impact 	<p>Additional content could be covered by:</p> <ul style="list-style-type: none"> - adding new courses, without dropping existing courses (net cost increase, may be too high a workload for students) - adding new courses by dropping existing courses (no cost increase, but some existing learning outcomes might not be met) - build these learning outcomes into existing courses (no net increase in cost) <p>Covering these topics may require a change in accreditation agreement with PMAC.</p> <p>Could require change in focus to add other association content, and ensure no conflicts.</p>	<p>These areas are important, but many people in the profession have never been involved in some or many of these types of procurement, and while it would be beneficial for students to be exposed through a seminar or module in an existing course (Advanced Techniques) we could expand the materials and weekly time allotment to cover construction particulars – liens/holdbacks and ownership, perhaps a case study or actual case could be added.</p> <p>We may also want to look at the Law Course to add more in-depth issues</p> <p>We may also wish to consider legal impact of these purchase decisions as part of the teaching – maybe a guest speaker(s) from the legal community.</p> <p>Specific information and</p>	<p>Professors teaching in program should complete program "mapping" of learning outcomes to courses, to determine whether these topics are being covered.</p> <p>Adding additional courses to program may result in unacceptable cost increase to program. Student workload may also increase to inappropriate levels.</p> <p>Should plan to cover these topics in existing courses, where possible.</p> <p>Some topics that will not fit into program curriculum could perhaps be covered in training that students could complete on-the-job or through continuing education opportunities.</p> <p>Ideas under "Faculty Comments" should be explored.</p>	<p>IN PROGRESS</p> <p>Course content on World Trade Organization (WTO), the United Nations Humanitarian Relief activities (logistically) as well on trade agreements and customs changes is being introduced in Fall 2008 and Winter 2009.</p> <p>A costing component is included in the Managerial Accounting course currently; however, we are looking at "beefing" up the content in conjunction with accounting professors.</p> <p>We are also investigating the availability and accessibility of online links to Web Seminars and other sources of content that may be relevant to a course or a specific topic.</p> <p>Curriculum has been adjusted effective Fall 2008, with the addition of the</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
<ul style="list-style-type: none"> - Customs Brokerage <ul style="list-style-type: none"> o FAST o NAFTA o WTO - Value Engineering/Value Analysis - Understanding Costing <ul style="list-style-type: none"> o Total cost of ownership o Cost Opportunities - Human Resources Issues <ul style="list-style-type: none"> o Setting Goals o Supervision o Appraisals o Management/Union o Diversity o Dealing with Difficult People o Control of own career - Freedom of Information - Alternative Dispute Mechanisms - Performance Auditing & Benchmarking - Supplier Development <ul style="list-style-type: none"> o Measurement o Supplier Impact - Partnership/Relationships <ul style="list-style-type: none"> o Benefits o Landed Costs o Cost of Product - Understanding Financial Statements - Comparison of Buying For: <ul style="list-style-type: none"> o Public o Service 	<p>Not all topics are applicable to all students and placements/jobs.</p> <p>The Supply Chain is continually changing and current topics or publication of materials may be outdated before we introduce topic in course content.</p>	<p>examples should be used (latex/toxic materials/Safety etc)</p> <p>We need to expand our current content on the "norms" and business practices of other countries, in comparison to our beliefs and expectations (child labour, pollution, safety etc). This could be added as a complete or enhanced module in the Advanced Techniques course, and perhaps touched on briefly in other earlier courses.</p> <p>Further discussion is required as to content and placement in the program.</p> <p>These topics are currently covered in some aspect in many of the courses, we need to review total content and expand as necessary.</p> <p>As with previous ideas presented, there are opportunities here for additional speakers, cases and other teaching methods.</p> <p>Program is 10 years old; we need to prove/show young students that this is a good career option.</p>		<p>Retail course in Level 3, and movement of Human Resources to Level 4 from 3, Communication to Level 3 from 4, and Microsoft Access to Level 3 from 4. This allows us to have students utilize the computer accessibility and functionality, as well as communications skills in projects and presentations in their final semester. In conjunction with a review and planning of global issues within the programs, this is being undertaken with the entire division, not just this program.</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
<ul style="list-style-type: none"> o Industrial o Other? 				
<p>7. To enhance the development of essential employability skills, the program should include content on people and workplace skills, such as</p> <ul style="list-style-type: none"> - Research - Critical Thinking - Problem Solving <ul style="list-style-type: none"> o i.e. root cause analysis - Teamwork - Attitude towards Job - Looking at Big Picture 	<p>Some of these topics/skills are covered in existing courses. A review of the content of all courses would need to be completed to determine whether other topics/skills could be covered.</p> <p>Applicable course materials and learning exercises may need to be added to improve students' skills. This could require curriculum development time.</p>	<p>Currently include segments on critical thinking, research and problem solving/teamwork (cases and group assignments). Discussion is held on attitude and learning on the job.</p> <p>Will need to look at expanding to include discussion of "big picture".</p>	<p>Program "mapping" of learning outcomes to courses should be done by professors teaching in program.</p> <p>Adding additional courses to program may result in unacceptable cost increase to program. Student workload may also increase to inappropriate levels.</p> <p>Should plan to cover these topics in existing courses, where possible.</p>	<p>IN PROGRESS</p> <p>We have completed modifications to outcomes and content and will continue to enhance. (See comments regarding MTCU earlier.)</p>
Recommendation	Implications	Faculty Comment	College Comment	One Year Review
<p>8. The College should examine and, as applicable, make students more aware of the technology and MRP/ERP software/systems they will be working with, as these systems are major providers of data and support an organization's daily operational functionality.</p>	<p>Would require that students be exposed to purchasing-specific application software, more than the Microsoft Office Suite of applications for which they currently receive training in the program.</p> <p>Licensing, installation and support of new software applications would add to program costs.</p> <p>If it is determined that students should learn how to use these programs as part of the program, it is likely that professors experienced in using these systems would need to be hired, full-time or part-time.</p>	<p>There are a number of different providers of software; we would need to work in conjunction with them or perhaps with other colleges to develop a relationship and training component for this program.</p> <p>May only be able to provide exposure and broad overview of MRP and ERP systems.</p> <p>Impacts several courses. Need to discuss with Panel which way to proceed, i.e. what systems would they recommend?</p> <p>We may be able to add some design and small</p>	<p>Agree that options should be investigated for providing some exposure of/training for these computer applications to students.</p> <p>Adding additional courses to program may result in unacceptable cost increase to program. Student workload may also increase to inappropriate levels</p> <p>Cost of software needs to be considered before implementing. Educational discounts or special partnerships might be available.</p>	<p>IN PROGRESS</p> <p>We are currently investigating e-solutions that can be made available either online or through presentations without incurring cost. Some preliminary investigation indicates that there are companies willing to work with us, so we need to move these discussions forward to look for implementation in 2009 (probably Fall).</p>

Recommendation	Implications	Faculty Comment	College Comment	One Year Review
		system activity in the Access course		
<p>9. The Program/College should consider changing the name of the current program ("Business Purchasing") to align it with industry standards and make the program more enticing to new/potential applicants.</p>	<p>There is a college process in place to accomplish this type of change.</p> <p>Program name change would require approval of Senior Vice President Academic, College's Board of Governors and the Ontario college system's Credentials Validation service.</p> <p>Will require change to current marketing materials and College's program guide and website.</p>	<p>Need to review names in use at other colleges and associations, need to ensure new name reflects strengths of program and career.</p> <p>Possibly keep Purchasing, but add something to it – make it reflect the Supply component</p> <p>A new or revised name may add to the marketability of the program.</p>	<p>Agree that this should be investigated.</p>	<p>IN PROGRESS</p> <p>The review of the program name has not been moved forward due to other activities. A review of program names will be conducted through the summer/fall 2008 and the process to change/enhance will begin through the college and Ministry channels then. We will need to have the MTCU Program Learning Outcomes review done in conjunction with this name change.</p>

FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY PROGRAM REVIEW REPORT SUMMARY

GENERAL INFORMATION

Program Title: **Business Purchasing**

Review by: External Focus Group and Internal Program Review Committee

School/Campus: Lawrence Kinlin School of Business/London

Date of Last Formal Evaluation: 2007

Date of Motion of CAC Approval:

Chair, Program Review Committee: Anne Marie McIlmoyl

Reviewed by Deb Wilkin, Manager, Centre for Academic Excellence: DL Wilkin Date: Aug 3/12

SIGNATURES

1) Anne Marie McIlmoyl, Chair, Program Review Committee: Anne Marie McIlmoyl Date: Aug 9/12

2) David Belford, Dean, Faculty of Business: _____ Date: _____

3) Robert Brookes, Chair, College Advisory Committee: _____ Date: _____

4) Lane Trotter, Senior Vice-President Academic: _____ Date: _____

5) Approval by Office of the President: _____ Date: _____

TABLE OF CONTENTS

FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY PROGRAM REVIEW REPORT	
SUMMARY	1
GENERAL INFORMATION	1
SIGNATURES	1
List of Appendices.....	2
1. ABSTRACT	3
1.1 Process Used:	3
1.2 Summary of Recommendations	3
2. EXTERNAL FOCUS GROUP	3
2.1 Names and Capacities of Members.....	3
2.2 Names and Capacities of Resource Persons Attending Meeting	4
2.3 Names and Capacities of Persons Consulted or Submitting Briefs	4
2.4 Source Documents Used by External Focus Group.....	4
3. INTERNAL ASSESSMENT & PROGRAM REVIEW COMMITTEE	4
3.1 Names and Capacities of Members.....	4
3.2 Names and Capacities of Resource Persons Consulted	4
3.3 Source Documents Used by Internal Program Review Committee	5
4. Commendations and Affirmations	5

LIST OF APPENDICES

Appendix A – Summary of External Focus Group Recommendations

Appendix B – Summary of Internal Recommendations

1. ABSTRACT

1.1 PROCESS USED:

- 1.1.1. Program identified for review process, 2011
- 1.1.2. Chair of the Program Review Committee assigned by the Centre for Academic Excellence (CAE)
- 1.1.3. Program Mapping completed March 2012
- 1.1.4. External Focus Group Members recruited April 2012
- 1.1.5. Packages prepared by the school and sent to the External Focus Group Members one week prior to meeting on May 9, 2012
- 1.1.6. Internal Assessment completed by the school and sent to CAE on May 18, 2012
- 1.1.7. Program Review Committee met June 12, 2012 to review recommendations and document an action plan

1.2 SUMMARY OF RECOMMENDATIONS

- 1.2.1 Summary of Review Findings – External Focus Group
See Appendix A
- 1.2.2 Summary of Review Findings – Internal Assessment
See Appendix B

2. EXTERNAL FOCUS GROUP

2.1 NAMES AND CAPACITIES OF MEMBERS

Anne Marie McIlmoyl, Program Review Committee Chair
John Jacklin, London Automotive
Alex Riddell, Zone Council for PMAC
Elen Dermawan, Star-Tech.com
Robert Brookes, Star-Tech.com
Brad Twiddy, TSC Stores
John Moffatt, Apotex Inc.
Noel Markle, Nealanders International Inc.
Mike Giorgini, General Dynamics Land Systems – Canada

2.2 NAMES AND CAPACITIES OF RESOURCE PERSONS ATTENDING MEETING

Mary Pierce, Chair, Lawrence Kinlin School of Business
Dee Morrissey, Program Manager, Lawrence Kinlin School of Business
Neil Bishop, Program Coordinator, Business – Purchasing Program
Marilyn Willis, Team Leader, Centre for Academic Excellence
Tara Green, Team Leader, Centre for Academic Excellence (recording)

2.3 NAMES AND CAPACITIES OF PERSONS CONSULTED OR SUBMITTING BRIEFS

None

2.4 SOURCE DOCUMENTS USED BY EXTERNAL FOCUS GROUP

- 2.4.1 Current Program Information Sheet
- 2.4.2 Program Review Data Report, prepared by Strategy and Planning
- 2.4.3 Key Performance Indicators, prepared by Strategy and Planning
- 2.4.4 MTCU Program Standard for Code:52925
- 2.4.5 Completed Program Map
- 2.4.6 List of any articulation agreements and/or school specific policies

3. INTERNAL ASSESSMENT & PROGRAM REVIEW COMMITTEE

3.1 NAMES AND CAPACITIES OF MEMBERS

Neil Bishop, Program Coordinator
Daphne Sanders, Faculty
Victoria Digby, Faculty
Jack Michienzi, Faculty
Brett Blondia, Faculty
Dee Morrissey, Program Manager

3.2 NAMES AND CAPACITIES OF RESOURCE PERSONS CONSULTED

Marilyn Willis, Team Leader, Centre for Academic Excellence

3.3 SOURCE DOCUMENTS USED BY INTERNAL PROGRAM REVIEW COMMITTEE

- 3.3.1 Current Program Information Sheet
- 3.3.2 Program Review Data Report, prepared by Strategy and Planning
- 3.3.3 Key Performance Indicators, prepared by Strategy and Planning
- 3.3.4 MTCU Program Standard for Code:52925
- 3.3.5 Completed Program Map
- 3.3.6 List of any articulation agreements and/or school specific policies

4. COMMENDATIONS AND AFFIRMATIONS

- Business Purchasing Coordinator and Program Team participation in this review
- This is a program that provides graduates with great career opportunities that offer challenge and diversity

Summary of EXTERNAL Recommendations

PROGRAM REVIEW of Business - Purchasing

Program Review Committee Chair: Anne Marie McIlmoyl

External Focus Group Meeting Date: May 9, 2012

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (Complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
1. Emphasizing communication skills in field	<p>1. Reexamine curriculum to ensure the ability to effectively apply human relations, interpersonal and team skills in an organizational environment is reinforced and the following topics are specifically addressed:</p> <ul style="list-style-type: none"> a) Dealing with difficult people, hearing constructive criticism, negotiation skills - asking for refunds/discounts etc. b) Dealing with less competent group members – ensure group work is teaching all members of the group c) Running and contributing to effective committee meetings <p>Continues on next page</p>	<p>Curriculum review for specific content</p> <p>Changes to Course Information Sheets, specifically the addition of learning outcomes</p> <p>Improvement in graduates' skills in these areas</p>	Agree – this skill set is critically important for advancement in the field	<p>Agree – will need some curriculum reconsideration.</p> <p>PRCH 3017 is a good place to consider enhancement</p>	<p>Re: External Recommendations 2 & 3</p> <ul style="list-style-type: none"> • Begin examination of the curriculum by spring 2013, with the goal of meeting the deadline of December 2013 for Degree Audit changes • For implementation fall 2014 <p>Coordinator/Program Team responsible</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (Complete in Event 6)
					<i>Note: Status of all Action Items must be included in a Year Follow Up Report</i>
	Continued from previous page d) Developing cross-functional experiences – understanding and valuing various roles and parts of the business e) “Selling” oneself in presentations and interviews f) Emphasizing application and real situations that apply human relations such as; increasing the use of field experts in the classroom		Case studies and role plays need to be continued and enhanced.		Please refer to action on previous page
2. Emphasizing Essential Employability Skills in program	2. Ensure curriculum meets the following Essential Employability Skills which were identified as priorities: Communication: EES #1 - Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. <ul style="list-style-type: none"> Professional use of emails and social media Selecting the best format to communicate a message Verbal communication, especially face-to-face/group presentations Continues on next page	Review and revision COMM-3020 content and other courses in program to ensure topics are addressed	Agree – basic communication skills are a critical entry-level skill	Agree – ensure communications skills reinforced across all courses. Possible examination of rubrics may be required.	

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (Complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
	<p>Continued from previous page EES #2 - Respond to written, spoken or visual messages in a manner that ensures effective communication.</p> <p>Critical Thinking and Problem Solving: EES #4 - Apply a systematic approach to solve problems.</p> <p>EES #5 - Use a variety of thinking skills to anticipate and solve problems.</p>		Agree – Critical thinking and situational analysis skills are of utmost importance in the sector	Agree – some projects may be able to be revised to address this. Some new case studies have just been recently added that may assist.	Please refer to action on Page 1 that relates to both External Recommendations 2 & 3
3. Identified skills and knowledge that may be missing in curriculum	<p>3. Review where and how the following skills and knowledge can be reinforced or introduced into the curriculum:</p> <p>a) Knowledge of how different cultures conduct business and managing inventory in several different countries (multi-level supply chain)</p> <ul style="list-style-type: none"> o Off shore management (costs and benefits) <p>Continues on next page</p>	Curriculum review and revision of Course Information Sheets, with possible addition of course learning outcomes	Agree – more research required for revisions	Agreed – faculty to review and recommend enhancements.	<ul style="list-style-type: none"> • Examine each course offering as it comes up in the delivery schedule • Consider as a professional development topic for faculty training <p>Coordinator, Neil Bishop/Program Manager, Dee Morrissey/Program Team responsible</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (Complete in Event 6)
					<i>Note: Status of all Action items must be included in a Year Follow Up Report</i>
	Continued from previous page b) Human resources skills such as the basic understanding of the process of hiring staff and managing staff as well as personal advancement in the field c) Basic industry-specific knowledge such as: commodity markets, supply chain economics, and transportation industry				Please refer to action on previous page
4. Understanding the realities of the field and dealing with stress	4. Ensure curriculum prepares graduates for success and advancement in the field: a) Ensure graduates understand the realities and professional standards of the field b) Review the career paths including developing needs/areas in the field such as retirement homes c) Ensure stress management strategies are introduced, including time management and prioritizing Continues on next page	Curriculum review and revision of Course Information Sheets, with possible addition of course learning outcomes	Agree - more research required for revisions Topics best addressed and reinforced across the curriculum	Agreed – Coop currently being re-evaluated. Job Shadowing may also be an option.	<ul style="list-style-type: none"> Initiate the review at the fall 2012 Program Success Meeting Request assistance from CAE as needed Coordinator, Neil Bishop and Program Team responsible

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (Complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
	Continued from previous page d) Develop opportunities to practice adaptability and transferable skills, including lifelong learning to advance in a career e) Emphasize the importance of work experience (co-op) to students	Involvement of Supply Management Association of Fanshawe College (executive)			
5. Increasing enrolment in the program	5. Pursue a variety of strategies to increase program enrolment: a) Develop strategies that will promote the program to university students – potentially building pathways for university grads b) Work with professional associations to improve image/identify of supply chain management field c) Communicate the broad scope and opportunities within the field to prospective students	Increased applications and enrolment, including applicants with post-secondary credentials	Agree – labour market demand is not being met	Agree – incorporate into CRM and new grad program and perhaps combine marketing efforts. Credential clarification for international may assist.	<ul style="list-style-type: none"> Begin review in fall 2012 during Program Success Meeting to determine a plan going forward <p>Coordinator, Neil Bishop responsible</p> <p><i>Note: New co-op program will be launched in fall 2013</i></p>

Summary of INTERNAL Recommendations

Business - Purchasing

Program Review Committee Chair: Anne Marie McIlmoyl

Internal Assessment Report Completion Date: May 17, 2012

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					Note: Status of all Action Items must be included in 1 Year Follow Up Report
A. Program Overview <ul style="list-style-type: none"> Although BPR reaches the College benchmark for two-year diploma programs in Level 2, the program continues to be identified by College program metrics as "at risk" primarily because of Level 1 enrolment is below the College benchmark. <p>Key issues continued on the next page</p>	1. Develop strategies to increase enrolment. <ul style="list-style-type: none"> <i>Direct Entrants (Secondary School Students)</i> <i>LKSB Level 1 Students (Transfer Students)</i> <i>Mature Students</i> <i>BUS Students</i> <i>International Students</i> <i>Online Students</i> <i>General Marketing Initiatives</i> 	<p>Increased application and enrolment</p> <p>Need for Marketing & Communications support</p> <p>Budget implications</p>	<p>Labour market demand is not being met by graduates (Canadian Supply Chain Sector Council HR Report 2012)</p>	<p>Agreed – incorporate in agent orientations, also incorporate into new CRM pilot in fall of 12.</p>	<ul style="list-style-type: none"> School Chair to incorporate in agent orientations, September 2012 LKSB Program Manager (Candace Miller) will integrate into the Fanshawe College CRM (Customer Relationship Management) pilot in fall 2012 Second Career funding opportunities will also be investigated <p>The following actions are pasted from Internal Assessment report, page 6:</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					Note: Status of all Action Items must be included in 1 Year Follow Up Report
<p>Key issues continued from the previous page</p> <ul style="list-style-type: none"> Attracting more applicants and improving the conversion rate would increase Level 1 enrolment and protect a program that is required to meet labour market demand. 					<p>Direct Entrants (Secondary School Students) Target business teachers and school guidance counselors. Continue to participate in conferences such as those held by the Ontario Business Educators' Association. Responsible: Program Coordinator, Neil Bishop Timing: Start fall 2012 and hold a conference in April 2013</p> <p>LKSB Level 1 Students (Transfer Students) Revisit opportunities to enrich the supply chain management unit in BUSI-1005. Review MKTG-1012 curriculum to explore opportunities to enrich the unit on distribution. Investigate feasibility of presentations to Level 1 students, either as part of BUSI-1005 or in an extracurricular information session.</p> <p>Continued on the next page</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
					<p>Continued from the previous page Responsible: School Chair will communicate with Level I Course Masters Timing: Program Success Meeting fall 2012</p> <p>Hold an annual professional development event that is marketed to all LKSB students. Responsible: Program Coordinator, Neil Bishop Timing: Conference to be held April 2013</p> <p><u>Mature Students</u> Create customized marketing materials for mature learners and distribute to retraining agencies, unions, WSIB, immigrant settlements services, and businesses & organizations requiring diploma completion (e.g., General Dynamics Land Systems, City of London) Customize previously used second career material Responsible: Program Coordinator, Neil Bishop Timing: Complete by fall 2012</p> <p>Continued on the next page</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
					<p>Continued from the previous page</p> <p><u>BUS Students</u> Investigate feasibility of increasing supply chain management electives offered within Business program. Responsible: BPR Program Coordinator, Neil Bishop/BUS Program Coordinator, Alison Wisemen Timing: begin investigation fall 2012 for development during summer 2013</p> <p><u>International Students</u> Create customized marketing materials for international students to increase awareness of the sector and stress excellent career prospects in Canada and internationally. Responsible: School Chair Timing: Complete for agent orientation held September 2012</p> <p>Continued on the next page</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
					<p>Continued from the previous page</p> <p><u>Online Students</u> Investigate feasibility of converting the program to online delivery to attract new markets. Responsible: School Chair/Program Team Timing: To assess at the Program Success Meeting fall 2012</p> <p><u>General Marketing Initiatives</u> Develop marketing materials including website content that showcases graduates. Increase use of testimonials from students, graduates and employers. Tap into expertise in Marketing and Communications to develop marketing materials and a marketing plan. Responsible: Program Manager, Dee Morrissey Timing: winter 2013</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
	2. Evaluate data on comparator programs, i.e., diplomas, advanced diplomas, graduate certificates, and degrees.	Data analysis will assist with marketing	Supports marketing effort; important to be aware competitor programs	Agreed – also consider new CRM strategies as part of the CRM pilot in the LKSB	Currently underway <ul style="list-style-type: none"> Coordinator, Neil Bishop to complete by fall 2012 Program Success Meeting
<ul style="list-style-type: none"> Lack of awareness of the supply chain sector among the target market and key influencers (e.g., guidance counselors and parents) presents challenges for enrolment growth. 	3. Change name to Business – Supply Chain Management and adopt published program standard for Business – Logistics (MTCU 58902).	Improved name recognition Proposed name reflects actual broader curriculum Increase applications and enrolment	Proposed name is consistent with current terminology in sector and education	Agreed	Currently underway <ul style="list-style-type: none"> Program Manager, Dee Morrissey and Coordinator, Neil Bishop to continue working on the name change with assistance from CAE within the 2012/13 academic year Complete by winter 2013
<ul style="list-style-type: none"> BPR no longer has a formal relationship with PMAC and does not award any education credits towards any industry designation. 	4. Pursue program accreditation by Canadian Supply Chain Sector Council, and investigate advisability of relationship with International Federation of Purchasing and Supply Management.	Improved recognition/credibility of program	Improve marketing; program accreditation always of benefit to graduates	Agreed – try to implement in concert with Graduate Certificate application to maintain synergy	<ul style="list-style-type: none"> Coordinator, Neil Bishop to complete by end of July 2012

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
B. Student Success Analysis <ul style="list-style-type: none"> Relative to very high student and graduate satisfaction overall, graduates are not as satisfied with the program as "preparation for the job market". Graduates have also expressed some dissatisfaction with job-related skills and knowledge. 	5. Review opportunities for career and job search training: <ul style="list-style-type: none"> Within the Curriculum – review courses and learning outcomes e.g., COMM-3020, Professional Communication, and MGMT-3041, Organizational Behaviour. Extracurricular – ensure purchasing club holds events that address job search and career planning (e.g., interviews, resume writing and cover letters, job search skills, entry-level expectations). Include guest speakers from industry and alumni. 	<p>Curriculum review of COMM-3020 (School of Language and Liberal Studies, COMM Coordinator)</p> <p>Involvement of Supply Management Association of Fanshawe College (executive)</p>	<p>Specifically, the curriculum needs to address report writing and presentation skills.</p> <p>Students need assistance with job search skills beyond what is (or can be) included in the curriculum</p>	<p>Consider some projects with specific report writing taught and reinforced.</p> <p>Agreed – need to consider in concert with same goals in other programs as well.</p>	<ul style="list-style-type: none"> Will be reviewed at the Program Success Meeting fall 2012 First event will be fall of 2012 and the larger employer event will be held in the spring of 2013 Traditionally events are held each semester <p>Coordinator, Neil Bishop responsible</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
	6. Develop a BPR Alumni Advisory Committee to connect students with alumni for job search purposes.	Increased contact and involvement with alumni will increase co-op and employment opportunities Impact on Coordinator workload	Keeps faculty in touch with current trends and employment opportunities	Agreed – try to implement first session in 12/13	<ul style="list-style-type: none"> Will be complete winter 2013 Coordinator/Program Team responsible
	7. Hold a professional development event, modeled after the event held by BFN and FSP, to connect students with potential employers.	Higher profile for LKSB and program among employers Increased co-op opportunities Increased graduate employment rate Impact on Coordinator workload	Keeps faculty in touch with the sector; develops relationships	Agreed although these events are very resource intensive – investigate current formats. Could consider implementing with another college involved as well.	<ul style="list-style-type: none"> Winter 2013 will be first pilot of this event Coordinator/Program Team/Events Consultant, Minette Klazinga responsible

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
C. Program Curriculum and Resources <ul style="list-style-type: none"> Program mapping is incomplete; however, what has been completed to date has revealed issues with regard to course names and numbers, progression, learning outcomes, and evaluation. 	8. Complete program mapping and address issues arising from mapping: <ul style="list-style-type: none"> Map curriculum to Business – Logistics (MTCU 58902) as part of name change process. Ensure curriculum builds from introductory to intermediate to advanced. Revise course names and numeric codes to more accurately reflect actual level of teaching, learning and assessment. Revise course learning outcomes and evaluation methods, as appropriate, to correspond to introductory, intermediate and advanced curriculum. 	<p>Improved student success</p> <p>Adoption of published standard and name change will increase enrolment and profile of program</p>	<p>Opportunity for comprehensive review of all program content, progression, evaluation, etc.</p>	<p>Agreed.</p>	<ul style="list-style-type: none"> New program map to be complete by fall 2012 in conjunction with name change <p>Program Manager, Dee Morrissey and Coordinator, Neil Bishop responsible</p>

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	Action Plan (complete in Event 6)
					<i>Note: Status of all Action Items must be included in 1 Year Follow Up Report</i>
<ul style="list-style-type: none"> BPR does not have a Program Advisory Committee and only two full-time faculty, both long-term employees, are dedicated to the program, limiting the extent of external input from professionals currently employed in the field. 	9. Develop a BPR Alumni Advisory Committee (see # 6 above) to gather input on curriculum.	Improved currency of program content	Two full-time faculty dedicated to program would benefit from ongoing input from current practitioners	Agreed as recommendation #6 above.	<ul style="list-style-type: none"> Will be complete winter 2013 Coordinator/Program Team responsible Note: this action relates to Internal Recommendation #6

MTCU CODE: 52925**BUSINESS - PURCHASING****PROGRAM PURPOSE**

This two year program in purchasing provides students with a general business background by focussing on the key functional areas of business (accounting, marketing, information systems and human resources) and by providing the opportunity to specialize in purchasing.

Graduates will be prepared for entry-level purchasing positions in business, government and service organizations.

PROGRAM GOALS

The successful completion of this program will enable the graduate to:

1. Understand the function of materials management.
2. Understand and implement purchasing procedures.
3. Understand and implement scheduling systems.
4. Understand quality measurement and consideration.
5. Research and evaluate sources of supply.
6. Evaluate pricing policies and strategies.
7. Interpret and record business transactions and prepare basic financial statements.
8. Understand the role and apply the principles of the marketing function in business and its relationship to the total business environment.
9. Understand and utilize the basic concepts and business applications of computer information systems.
10. Understand the concepts of organizational behaviour.
11. Apply the techniques of business mathematics.
12. Demonstrate effective oral and written communication skills.
13. Apply effective interpersonal skills.
14. Understand basic economic principles and how they relate to business.
15. Demonstrate an understanding of the legal system and legislation affecting business.
16. Appreciate the social, political and cultural aspects of our society.
17. Appreciate the importance of business ethics and corporate responsibility.

ADMISSION REQUIREMENTS

The minimum admission requirement into this program is an OSSD (previously OSSGD) with the majority of courses, including English and Mathematics, at the general level or an equivalent secondary school diploma or mature student status. It is possible that some individual colleges may have higher program entrance requirements than the above minimum.

Date revised:



Business – Logistics Program Standard

The approved program standard for four-semester Business – Logistics Programs approved by the Ministry of Education and Training (MCU Code 58902) for delivery by Ontario Colleges of Applied Arts and Technology

© 1999, Ontario Ministry of Education and Training

ISBN 0-7794-0679-6

Acknowledgments

Table of Contents

I. Introduction

- Development of System-Wide Program Standards
- Program Standards
- The Expression of Program Standards as Learning Outcomes
- The Presentation of the Learning Outcomes
- The Accreditation of Programs
- The Development of a Program Standard
- Updating the Program Standard

II. Vocational Standard

- Preamble
- Synopsis of the Vocational Learning Outcomes
- The Vocational Learning Outcomes

III. Generic Skills Standard

- Synopsis of the Generic Skills Learning Outcomes
- The Generic Skills Learning Outcomes

IV. General Education Standard

- The General Education Requirement
- Goals and Broad Objectives

Acknowledgments

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the development of this program standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- Members of the Materials Management Program Standards Committee in the development of the vocational standard: Maqbool Ahmad, S.R. Telecom; John Alston, L.C.B.O. Durham Distribution Center; Michel Bauer, Sheridan College; Ed Bumbacco, The Algoma Steel Company; Patrick Cullen, Canadian Institute of Traffic and Transportation; Frank Ip, The SMT Center; Maggie James, Sir Sandford Fleming College; Belinda Junkin, Canadian Pallet Council; Paul Knight, Conestoga College; Geoff Mace, Algonquin College; Dan McGarry, Materials Management and Handling Society; Ragu Nayak, Centennial College; Steve Radewych, Celestica; Derek Scott, Sir Sandford Fleming College; Rob Shepherd, Niagara College; Edith Torbay, Conestoga College; Guy Walton, Durham College.
- Participants in focus groups and committee meetings who contributed to the development and revision of the program standard Susan Krausz, Humber College; David Long, Canadian Association of Logistics Management; Godfrey Owen, Materials Management and Handling Society; Jane Rotering, George Brown College; Bill Hogarth, George Brown College.
- The many individuals and organizations who participated in the consultations with the project; and the Project Officer who led the development of the vocational standard: Mary Guerard, Durham College.
- All those involved in the work of the CSAC Generic Skills Council and the development of the generic skills standard.
- All those involved in the work of the CSAC General Education Council and the development of the general education standard.

I. Introduction

This document is the Program Standard for Business – Logistics Programs delivered by Ontario colleges of applied arts and technology. The program standard applies to all programs approved by the Ministry of Training, Colleges and Universities under MCU code 58902.

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Colleges Branch of the Ministry of Training, Colleges and Universities has responsibility for the development and approval of system-wide standards for programs at colleges of applied arts and technology of Ontario.

Program Standards

Program standards apply to all similar programs offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program in question),
- **Generic skills standard** (the generic skills learning outcomes which apply to programs of similar length), and
- **General education standard** (the requirement for general education courses that applies to postsecondary programs).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program determine the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Learning Outcomes

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Learning Outcomes

The learning outcome statement sets out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The elements of performance for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. However, it is the performance of the learning outcome itself on which students are evaluated. The elements are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome. The elements do not stand alone but rather in reference to the learning outcome of which they form a part.

In some cases, in order to ensure clarity, an explanation of the outcome is also provided.

The Accreditation of Programs

The Ministry of Training, Colleges and Universities will establish a process to accredit college programs, with the objective of determining whether program graduates have achieved the learning outcomes and general education requirement established in a program standard.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program, as well as a review of the generic skills learning outcomes and the general education requirement, to ensure that the Business – Logistics Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario.

II. Vocational Standard

All graduates of Business – Logistics Programs must have achieved the fifteen vocational learning outcomes listed in the following pages, in addition to achieving the generic skills learning outcomes and meeting the general education requirement.

Preamble

Logistics is the process that ensures the availability of raw materials, in-process inventory, and finished goods, in the right place, at the right price, at the right time, at the least cost. The application of communications and information technology has had a major impact on the movement of goods. The emphasis has switched from the efficient transportation of finished goods to the planning of the entire goods handling cycle so that the least storage and movement occurs. Logistics is increasingly recognized as one of the key elements of modern business management and strategy.

Graduates of these programs have an understanding of the application and importance of logistics in the domestic and international marketplace. They have a working knowledge of business, with specific expertise in logistics functions. They are competent in the use of information technology required in the workplace. A practical work placement experience, which is often part of these programs, will enhance the students' ability to apply their knowledge and skills in preparation for employment.

Graduates of these programs are prepared for entry-level positions in inventory management, import/export, transportation, packaging, and distribution, as used in manufacturing and service industries, and government operations.

Synopsis of the Vocational Learning Outcomes

The graduate has reliably demonstrated the ability to

1. apply knowledge of the functional components of logistics to the interrelationships in the integrated supply chain.
2. employ a working knowledge of operations processes and systems required in manufacturing, distribution, and services.
3. contribute to plans and schedules, at various levels in an organization.
4. apply the basics of purchasing and supplier management to current best practices.
5. apply best practices for inventory planning and control throughout the integrated system.
6. utilize information technology to support logistics management functions.
7. evaluate and select warehousing and transportation options and recommend appropriate solutions for business requirements.
8. participate in the planning, implementation, and evaluation of projects.

9. conduct business in the international marketplace.
10. conduct business in compliance with relevant national and international law, legislation, regulations, safety requirements, and professional standards.
11. communicate effectively, orally and in writing, as required in a business culture.
12. apply problem-solving and critical-thinking skills as required in logistics management.
13. use effective human relations, interpersonal, and team skills in an organizational environment.
14. develop strategies for ongoing professional development to maintain and increase competence.
15. apply basic knowledge of the interrelationships among the functional areas of business in logistics management.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The Vocational Learning Outcomes

1. The graduate has reliably demonstrated the ability to

apply knowledge of the functional components of logistics to the interrelationships in the integrated supply chain.

Elements of the Performance

- Use a working knowledge of supply chain management and enterprise resource planning (ERP) systems
- Recognize the importance of supply chain integration in ensuring customer satisfaction with a product or service

2. The graduate has reliably demonstrated the ability to

employ a working knowledge of operations processes and systems required in manufacturing, distribution, and services.

Elements of the Performance

- Use a working knowledge of current product/service design processes
- Apply knowledge of industry standard technology for manufacturing, distribution, and service operations processes
- Recognize the value of current quality systems such as the International Organization for Standardization (ISO) series
- Participate in the development of inventory strategies to support operational requirements
- Recognize the importance of design and maintenance of the physical plant, facilities and equipment
- Participate in development of strategies for the scheduling of production and staff which support the most productive operation of a facility

- Identify opportunities for re-engineering and benchmarking
- Participate in "make or buy" decision processes
- Evaluate methods for increasing or decreasing capacity

3. The graduate has reliably demonstrated the ability to

contribute to plans and schedules, at various levels in an organization.

Elements of the Performance

- Apply appropriate planning/scheduling, sales and operations processes at each level in an organization
- Utilize demand management concepts and forecasting techniques
- Ensure that plans can be executed in terms of capacity or resources
- Measure performance and compare actual to planned results
- Identify probable solutions to materials supply and capacity problems
- Use current software for service or material requirements planning

4. The graduate has reliably demonstrated the ability to

apply the basics of purchasing and supplier management to current best practices.

Elements of the Performance

- Maintain and administer required documentation and records related to purchasing and procurement
- Apply formal and informal supplier evaluation techniques to the selection and performance of suppliers
- Work with suppliers to eliminate non-value added activities in the supply chain
- Perform basic purchasing functions such as price determination, source selection, quantity and quality considerations, value analysis, and contract interpretation
- Determine appropriate policies, procedures and contracts for vendor managed inventory (VMI)
- Manage the process of outsourcing

5. The graduate has reliably demonstrated the ability to

apply best practices for inventory planning and control throughout the integrated system.

Elements of the Performance

- Develop inventory strategies to support operational requirements
- Manage inventory processes and procedures for manufacturing, service, and distribution
- Utilize inventory replenishment models such as re-order points and period order quantity
- Utilize physical inventory methods such as cycle counting, storage techniques, security, inventory recording, and record accuracy

- Implement inventory analysis techniques such as ABC analysis
- Determine, calculate, and monitor inventory performance measures

6. The graduate has reliably demonstrated the ability to

utilize information technology to support logistics management functions.

Elements of the Performance

- Use current business application software for word processing, spreadsheets, and databases
- Convert information from paper or electronic sources into final form correspondence and documentation
- Use Internet technology for research
- Recognize opportunities for customizing the use of software applications
- Recognize the impact of electronic data interchange (EDI), Internet, and e-commerce
- Recognize the value of computer aided design in materials/operations, and service management

7. The graduate has reliably demonstrated the ability to

evaluate and select warehousing and transportation options and recommend appropriate solutions for business requirements.

Elements of the Performance

- Implement basic principles of logistics such as first in first out (FIFO) and just in time (JIT)
- Evaluate various modes of transportation
- Interpret current traffic terminology and acronyms
- Manage inventory control, storage, and retrieval
- Use and maintain equipment and supplies according to manufacturer and organizational guidelines
- Comply with legislation and regulations concerning storage and transportation of dangerous goods

8. The graduate has reliably demonstrated the ability to

participate in the planning, implementation, and evaluation of projects.

Elements of the Performance

- Use current software related to project management
- Assist with project management protocols such as project charters and work breakdown structures
- Use time, resource, and facilities management skills to achieve project goals

9. The graduate has reliably demonstrated the ability to

conduct business in the international marketplace.

Elements of the Performance

- Recognize the importance of culturally appropriate behaviour when dealing with international customers, projects, and transport
- Apply knowledge of processes, procedures, and issues related to the international transportation of goods
- Apply knowledge of relevant import/export legislation, customs documentation, and harmonized system
- Apply knowledge of international terms of sales and payment such as letters of credit
- Apply knowledge of international business conditions and trading conventions such as North American Free Trade Agreement (NAFTA)

10. The graduate has reliably demonstrated the ability to

conduct business in compliance with relevant national and international law, legislation, regulations, safety requirements, and professional standards.

Elements of the Performance

- Display a working knowledge of relevant domestic and international laws, practices, conventions, and regulations
- Consider the significance of legal and ethical factors such as human rights, health and safety, employment standards, and privacy of information within business operations

11. The graduate has reliably demonstrated the ability to

communicate effectively, orally and in writing, as required in a business culture.

Elements of the Performance

- Develop negotiation strategies to achieve mutually beneficial results
- Use presentation skills and technology in conducting professional presentations
- Listen effectively
- Produce professional documents and reports
- Use e-mail and other electronic media appropriately
- Use appropriate business terminology

12. The graduate has reliably demonstrated the ability to

apply problem-solving and critical-thinking skills as required in logistics management.

Elements of the Performance

- Use appropriate mathematical and statistical tools to solve business problems

- Use a systematic approach to decision making
- Use available paper-based and electronic sources to access information
- Collect, analyze, and synthesize information through observation, research, and consultation
- Build a repertoire of problem-solving skills through experience and other learning opportunities

13. The graduate has reliably demonstrated the ability to

use effective human relations, interpersonal, and team skills in an organizational environment.

Elements of the Performance

- Collaborate with others to research, plan, and deliver a formal presentation
- Contribute effectively to group decisions and group projects
- Participate effectively in meetings

14. The graduate has reliably demonstrated the ability to

develop strategies for ongoing professional development to maintain and increase competence.

Elements of the Performance

- Recognize the importance of professional associations and organizations in the logistics management field
- Recognize the value of obtaining professional designations
- Seek opportunities to support lifelong learning
- Adapt to changes in the work environment
- Recognize future trends and issues impacting own role

15. The graduate has reliably demonstrated the ability to

apply basic knowledge of the interrelationships among the functional areas of business in logistics management.

Elements of the Performance

- Recognize the importance of customer service within an organization
- Apply a working knowledge of the measurement of customer service
- Apply basic knowledge of sales and marketing functions within logistics management
- Employ knowledge of finance operations such as budgeting and forecasting within logistics management
- Recognize the relationship between current operational priorities and the organization's strategy

Table of Contents

III. Generic Skills Standard

All graduates of Business – Logistics programs must have achieved the thirteen generic skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement. ¹

Synopsis of the Generic Skills Learning Outcomes

The graduate has reliably demonstrated the ability to

1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.
3. apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.
4. use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.
5. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
6. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.
7. collect, analyze, and organize relevant and necessary information from a variety of sources.
8. evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.
9. create innovative strategies and/or products that meet identified needs.
10. manage the use of time and other resources to attain personal and/or project-related goals.
11. take responsibility for her or his own actions and decisions.
12. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.
13. represent her or his skills, knowledge, and experience realistically for personal and employment purposes.

The Generic Skills Learning Outcomes

1. The graduate has reliably demonstrated the ability to

communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.

Explanation

Communicating in a clear, concise, and correct manner requires producing the written, spoken or visual material that best suits the situation. Graduates will have developed their ability to analyze their audiences to identify what is required and to match those needs with the means that is most appropriate. They will have produced material according to the style and conventions required, and they will have checked their products for accuracy and clarity. Finally, graduates will have used the tools available to them to create and correct their written, spoken, and visual messages.

Elements of the Performance

- Plan and organize communications according to the purpose and audiences
- Choose the format (e.g., memo, illustration, video, multimedia presentation, diagram) appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Produce material that conforms to the conventions of the chosen format
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from mechanical errors
- Use the computer technology that will enhance the production of materials
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

2. The graduate has reliably demonstrated the ability to

reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

Explanation

Responding to messages from many sources requires the ability to receive and to comprehend what has been received. One way to demonstrate that comprehension is to reframe, or restate in other forms, the original message. This requires graduates to have developed the skills to read, listen to, and observe messages contained within narrative and visual forms. It also requires the ability to construct unique narrative and visual representations that are consistent with the original messages.

Elements of the Performance

- Develop and use strategies to read, listen, and observe effectively
- Clarify what has been read, heard, and observed
- Reproduce original information in other formats (e.g., written and spoken summaries; tables, figures, charts, diagrams, maps, drawings, photographs, and computer-generated graphics; terms represented by numbers; and values represented by letters or signs)
- Use technology, where appropriate, to aid in reframing
- Evaluate the representation for consistency of meaning with the original
- Acknowledge the use of material from other sources according to the conventions of the medium used

3. The graduate has reliably demonstrated the ability to

apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.

Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

Elements of the Performance

- Recognize situations that require mathematics
- Assess potential mathematical strategies (including models, geometric representations or formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness
- Decide on the degree of accuracy required for answers
- Estimate probable answers
- Execute mathematical operations necessary to implement selected strategies
- Use calculators or appropriate technological tools to perform mathematical operations accurately
- Check for errors in numerical answers and the appropriate fit between problems and answers
- Express answers clearly
- Transfer the use of mathematical strategies from one situation to another

4. The graduate has reliably demonstrated the ability to

use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well. Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately. Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

Elements of the Performance

- Use basic operating system functions competently (e.g., load software, store and retrieve data)
- Determine which tasks can best be handled by computers and other technology
- Select suitable software, equipment, and tools for the task
- Use the software, equipment, and tools effectively, correctly, and ethically
- Deal with equipment and software problems and errors in a logical and systematic manner
- Transfer concepts, knowledge, and skills from one technology to another
- Evaluate one's own use of hardware, software, and technological tools

5. The graduate has reliably demonstrated the ability to

interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Explanation

Working in teams or groups in either a work or personal context requires the ability to assume responsibility for collective duties and decisions. It also requires interacting effectively with the members of the group. Therefore, in achieving this outcome, graduates will have demonstrated their ability to understand and complete the various tasks required of them as group members. They will also have demonstrated their ability to understand and respond to others.

Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion
- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts
- Regularly assess the group's progress and interactions and make adjustments when necessary

6. The graduate has reliably demonstrated the ability to

evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.

Explanation

Solving a range of complex problems and dealing with a variety of tasks require the thinking skills and strategies that will allow graduates to identify what has to be done and to select and implement the most suitable approach. In applying thinking skills and strategies, graduates will have understood the limits as well as the potential of their own thought processes. As well, in attempting various strategies, they will have

explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

- Clarify the nature and extent of problems or required directions
- Explore various thinking skills and strategies that could be used
- Identify limits as well as the potential of one's own thought processes
- Choose and apply thinking skills and strategies (e.g., inductive and deductive thinking; creative and intuitive thinking; inquiry; critical thinking; and reflection)
- Evaluate results of the thinking skills and strategies used in problem solving and decision making
- Appreciate the benefits of the use of alternative types of thinking

7. The graduate has reliably demonstrated the ability to

collect, analyze, and organize relevant and necessary information from a variety of sources.

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize that information in understandable ways. In achieving this outcome, graduates will have developed and used strategies to locate and gather a wide range of information, most particularly through technological means. They will have learned how to select pertinent information and to sort it so that it can be displayed in useful formats like databases and spreadsheets. This information can then be used to support decisions and to assist in the completion of tasks.

Elements of the Performance

- Identify the nature of the information required
- Investigate sources of information (including people, text, databases, and the Internet)
- Gather information from the most appropriate sources using various data collection techniques, including technology
- Examine the information and select what is relevant, important, and useful
- Employ a variety of techniques to organize the information (e.g., spreadsheets, databases, graphs, charts)
- Draw conclusions about how the information can be used
- Evaluate the processes used
- Cite sources according to the conventions of the medium used

8. The graduate has reliably demonstrated the ability to

evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

Explanation

With the wealth of numerical and non-numerical information available, graduates must be able to interpret, understand, and draw conclusions about what others have produced. Graduates will have used their mathematical abilities to question the validity of statistics and other numerical claims. Graduates also will have used their language and critical thinking skills to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions. As a result, graduates will have developed the ability to question and make decisions about what they read, hear, and observe.

Elements of the Performance

- Identify conclusions and claims made by others
- Detect any fallacies, biases, misrepresentations, and assumptions and judge their relevance to supporting arguments
- Check for accuracy and credibility of claims or arguments
- Be prepared to defend acceptance or rejection of claims or arguments

9. The graduate has reliably demonstrated the ability to

create innovative strategies and/or products that meet identified needs.

Explanation

Creating strategies and products that are original and innovative will require graduates to develop their creative thinking skills to find alternative ways to address situations. Graduates will have developed the confidence to use old information in new ways; to see unique relationships; and to practice the lateral, divergent, and intuitive thinking that will yield new approaches.

Elements of the Performance

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs
- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

10. The graduate has reliably demonstrated the ability to

manage the use of time and other resources to attain personal and/or project-related goals.

Explanation

Achieving task-related goals in their personal and professional lives requires graduates to use their time, money, space, and other, often limited, resources as efficiently as possible. Graduates will have developed their ability to plan and predict ways of achieving goals. They will have developed and used tools intended to assist in the

process. Finally, they will have attempted to follow their plans and use the tools, assessing regularly how realistic the goals, plans, and processes are and adapting when it is necessary.

Elements of the Performance

- Define reasonable and realistic goals
- Use planning tools (e.g., budgets, schedules) to achieve goals
- Monitor the process and goals and respond to changes
- Use resources (e.g., money, space, time) efficiently to accomplish tasks
- Re-evaluate goals and the use of resources and make appropriate adjustments

11. The graduate has reliably demonstrated the ability to

take responsibility for her or his own actions and decisions.

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

- Review the results of one's actions and decisions
- Reflect on the processes and practices used
- Identify any errors and make corrections
- Identify successes for adaptation to other situations
- Account for how one's own values and beliefs affect actions and decisions
- Evaluate and act upon constructive feedback
- Be prepared to defend decisions made and actions taken

12. The graduate has reliably demonstrated the ability to

adapt to new situations and demands by applying and/or updating her or his knowledge and skills.

Explanation

Transferring skills from one context to another enables graduates to be lifelong learners. Graduates will have developed the confidence to know that their current skills are applicable to a range of changing, novel and unexpected situations. They will have demonstrated their ability to reflect on what they can do, match those skills to the new demands, and apply previous skills or develop the additional ones that will make them as effective in the new situations.

Elements of the Performance

- Assess current skills, knowledge, and learning styles
- Identify skills and knowledge required for new situations
- Adapt current skills and knowledge to new situations
- Identify new skills and knowledge required
- Choose the most appropriate learning and working styles to acquire new skills and knowledge
- Evaluate success of the processes and actual adaptations

13. The graduate has reliably demonstrated the ability to

represent her or his skills, knowledge, and experience realistically for personal and employment purposes.

Explanation

Preparing for changes in their personal and professional lives requires graduates to assess and present their accomplishments and abilities. In achieving this outcome, graduates will have developed their ability to reflect on what they have done and learned. They will also have summarized their abilities in ways that are attractive and useful to potential recipients. These ways may include portfolios and resumes. Finally, graduates will have developed the skills to present themselves and their accomplishments personally and with confidence.

Elements of the Performance

- Summarize one's own skills, knowledge, and experience realistically
- Choose formats (e.g., resume, portfolio, interview) which best display skills, knowledge, and experiences according to the situations
- Evaluate responses to the representations and make any adjustments

Table of Contents

IV. General Education Standard

All graduates of Business – Logistics Programs must have met the general education requirement described on the following pages, in addition to achieving the vocational and generic skills learning outcomes.

The General Education Requirement

The Government of Ontario has established that each college postsecondary program shall include a minimum of one three-hour-per-week general education course of approximately 45 instructional hours per semester. Learners should experience a breadth of goals through their general education studies; and, wherever possible, they should have the opportunity to exercise choice in the selection of their general education courses.

This general education requirement is an integral component of the Business – Logistics Program Standard, along with the vocational and generic skills learning outcomes.

The general education requirement shall be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses shall be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges shall be designed to provide benefits to one or more of the three areas: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning shall be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those postsecondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life.

General education in the colleges provides learners with insight into the enduring nature of the issues being addressed and into their particular relevance to today and the future. It is intended to encourage and support continuous learning. It is delivered as discrete courses which are designed to address one or more of the following goals and associated broad objectives established for general education:

Goals and Broad Objectives

1. Aesthetic Appreciation

understand beauty, form, taste, and the role of the arts in society

Broad Objectives

- Develop critical awareness of arts in society
- Perceive and evaluate the role of the arts
- Heighten critical appreciation through development and application of personal and formal judgment factors

2. Civic Life

understand the meaning of freedoms, rights, and participation in community and public life

Broad Objectives

- Develop knowledge of the structure and function of governments in Canada: legislative, judicial, and administrative arms; roles of elected officials and public servants; and a personal awareness of citizen responsibility
- Develop historical understanding of major issues affecting Canadian politics and a critical awareness of related public policy
- Develop awareness of international issues and their effects, and the place of Canada in international communities
- Develop awareness of the history, significance, and organization of the voluntary sector in community life

3. Cultural Understanding

understand the cultural, social, ethnic, and linguistic diversity of Canada and the world

Broad Objectives

- Develop an understanding of cultural identity by linking personal history to broader cultural study
- Develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- Develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

4. Personal Development

gain greater self-awareness, intellectual growth, well-being, and understanding of others

Broad Objectives

- Consider one's expectations and values and analyze their impact on personal goals
- Apply an understanding of the individual and human development to personal life and relationships
- Integrate the concept of well-being into one's lifestyle
- Understand oneself as a learner and articulate one's own learning style

5. Social Understanding

understand relationships among individuals and society

Broad Objectives

- Develop informed understanding of social organization and institutions and of ongoing issues in relationships between individuals, groups, and societies
- Develop informed understanding of social trends, social change, and social problems and of implications for social and personal response
- Develop informed understanding of contemporary social problems and issues

6. Understanding Science

appreciate the contribution of science to the development of civilization, human understanding, and potential

Broad Objectives

- Develop an understanding of the history, philosophy, contributions, perspectives, and limitations of the sciences
- Develop an understanding of the scientific method and its uses in measuring quantifiable entities and confirming laws of nature

7. Understanding Technology

understand the interrelationship between the development and use of technology and society and the ecosystem

Broad Objectives

- Relate implications of current transformations in technological knowledge and development to our physical and biological world
- Develop awareness of ethical positions on enduring issues regarding the place of the human species in the physical and biological world

8. Work and the Economy

understand the meaning, history, and organization of work; and working life challenges to the individual and society

Broad Objectives

- Set personal expectations for efficiency, effectiveness, ethics, and rewards and reconcile them with the changing work environment
- Apply knowledge of the organization and structure of work, its institutions, and history; and of social and cultural attitudes to work
- Develop an understanding of the changing nature of work and the economy

Table of Contents

Note:

1. The generic skills learning outcomes listed in this program standard form part of the program standard for each two- and three-year college program. Additional information about these generic skills learning outcomes is contained in the Generic Skills Learning Outcomes for Two and Three Year College Programs in Ontario's Colleges of Applied Arts and Technology. CSAC: 1995.

Site Help

- Contact Us
- Accessibility

- Privacy
- Site Map

Notices

- © Queen's Printer for Ontario, 2012
- Important Notices

- **LAST MODIFIED: 13/3/06 2:23 PM**

Degree Audit Report

Catalog: 2013/2014

Program: BPR3
Department: BUS - Kinlin School of Business
Academic Level: PS
CCD: 8 - 4AcadSem/1200-1400hrs

Name: Business - Purchasing

Grade Scheme: LG2
Major: BPR3 - Business - Purchasing
Co-Op Indicator: Optional Co-op

Div: BUS - Business and Management**Academic Program Requirement**

Total Credits: 71.00
GPA Requirement: 2.000
Minimum Grade: D

Residency Reqmt: 18.00
Residency Reqmt GPA: 2.000

Academic Requirement: BPR3.13 Business - Purchasing

Major: BPR3
Grade Scheme: LG2
Minimum GPA: 2.000
Minimum Grade:

Subrequirement: Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
BUSI-1005	Introduction to Business Processes	45.00	3.00	**
ACCT-1004	Principles of Accounting 1	60.00	4.00	
WRIT-1032	Reason & Writing - Business 1	45.00	3.00	
MKTG-1012	Principles of Marketing I	45.00	3.00	
MATH-1052	Business Math	45.00	3.00	
BUSI-1060	Strategies for Success	15.00	1.00	

Subrequirement: Level 2

Gen Ed - Take a 3 credit General Education elective course

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
PRCH-1008	Introduction to Procurement	45.00	3.00	
1012 PRCH-1008	Purchasing and Supply Chain Management	45.00	3.00	
ECON-1019	Contemporary Issues in Economics	45.00	3.00	**
ACCT-1015	Management Accounting	45.00	3.00	
MGMT-3041	Organizational Behaviour	45.00	3.00	**
COMP-3077	Excel for Business-Adv	45.00	3.00	

Subrequirement: Level 3

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
MGMT-3054	Retail Management & e-Commerce	45.00	3.00	
MGMT-3011	Project Management	45.00	3.00	

Degree Audit Report

MATH-1175	Financial Math	45.00	3.00	
MGMT 3068 PRCH-1009 3XXX	Introduction to Transportation PMAC	45.00	3.00	Transportation in the Supply Chain ^{SCM}
COMM-3020	Professional Communication	45.00	3.00	
MGMT 3069 PRCH-1011 3XXX	Introduction to Operations PMAC	45.00	3.00	operations management

Subrequirement: Level 4

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
MGMT 3070 PRCH-1010 3XXX ³⁰¹⁹	Introduction to Logistics PMAC	45.00	3.00	Logistics Management
PRCH-3017 3XXX	Procurement Fundamentals 2	45.00	3.00	Negotiation Fundamentals
LAWS-3016	Purchasing Contract Law	45.00	3.00	Principles
PRCH-3014	Access for Operations	45.00	3.00	SCM
PRCH-1006 3020 3XXX	Supply Mgmt in Gov't & Non-Profit	45.00	3.00	Public Sector Supply Chain
PRCH-3018	Strategic Business Planning-SCM	45.00	3.00	Management

Subrequirement: Gen Ed - ElectivesTake 3 General Education Credits -
Normally taken in Level 2**Subrequirement: Check Residency**Students Must Complete a Minimum of 18 of the Program
Credits at Fanshawe to meet the Residency Requirement and
Graduate from this Program.

MLP
Approved By Chair/Manager:

Al Belfin
Approved by Dean:

LICS B Nov 23/12
Department and Date:

Nov. 23, 2012
Date:

General Education Approved By(as appropriate):

Date:

TG
Jan 16/13

Degree Audit Report**Catalog:** 2013/2014

Program: BPR4
Department: BUS - Kinlin School of Business
Academic Level: PS
CCD: 8 - 4AcadSem/1200-1400hrs

Name: Business - Purchasing (Co-op)

Grade Scheme: LG2
Major: BPR3 - Business - Purchasing
Co-Op Indicator: Mandatory Co-op

Div: BUS - Business and Management**Academic Program Requirement**

Total Credits: 71.00
GPA Requirement: 2.000
Minimum Grade: D

Residency Reqmt: 18.00
Residency Reqmt GPA: 2.000

Academic Requirement: BPR3.13 Business - Purchasing

Major: BPR3
Grade Scheme: LG2
Minimum GPA: 2.000
Minimum Grade:

Subrequirement: Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
BUSI-1005	Introduction to Business Processes	45.00	3.00	**
ACCT-1004	Principles of Accounting 1	60.00	4.00	
WRIT-1032	Reason & Writing - Business 1	45.00	3.00	
MKTG-1012	Principles of Marketing I	45.00	3.00	
MATH-1052	Business Math	45.00	3.00	
BUSI-1060	Strategies for Success	15.00	1.00	

Subrequirement: Level 2

Gen Ed - Take a 3 credit General Education elective course

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
PRCH-1008	Introduction to Procurement PMAC	45.00	3.00	
ECON-1019	Contemporary Issues in Economics	45.00	3.00	**
ACCT-1015	Management Accounting	45.00	3.00	
MGMT-3041	Organizational Behaviour	45.00	3.00	**
COMP-3077	Excel for Business-Adv	45.00	3.00	

Subrequirement: Level 3

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
MGMT-3054 3058	Retail Management & e-Commerce	45.00	3.00	
MGMT-3011	Project Management	45.00	3.00	

Degree Audit Report

MATH-1175	Financial Math	45.00	3.00	
MGMT 3068 PRCH-1009 3xxx	Introduction to Transportation PMAC	45.00	3.00	Transportation in the Supply Chain
COMM-3020	Professional Communication	45.00	3.00	
MGMT 3069 PRCH-1011 3xxx	Introduction to Operations PMAC	45.00	3.00	Operations Management

Subrequirement: Level 4

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
MGMT 3070 ³⁰¹⁹ PRCH-1010 3xxx	Introduction to Logistics PMAC	45.00	3.00	Logistics Management
PRCH-3017 3xxx	Procurement Fundamentals 2	45.00	3.00	Negotiation Fundamentals
LAWS-3016	Purchasing Contract Law	45.00	3.00	Principles
PRCH-3014	Access for Operations	45.00	3.00	
PRCH-1006 ³⁰²⁰ 3xxx	Supply Mgmt in Gov't & Non-Profit	45.00	3.00	Public Sector Supply Chain
PRCH-3018	Strategic Business Planning-SCM	45.00	3.00	Management

Subrequirement: Gen Ed - Electives

Take 3 General Education Credits -
Normally taken in Level 2

Subrequirement: Check Residency

Students Must Complete a Minimum of 18 of the Program
Credits at Fanshawe to meet the Residency Requirement and
Graduate from this Program.

MJP
Approved By Chair/Manager:

R. Belfer
Approved by Dean:

General Education Approved By(as appropriate):

LCSB Nov 23/12
Department and Date:

Nov. 23, 2012
Date:

Date:

TG
Jan 16/13